DOCUMENT RESUME

ED 036 565 UD 003 759

AUTHOR GOLDBERG, GERTRUDE S.
TITLE JOB AND CAREER DEVELOPMENT FOR THE POOR...THE HUMAN SERVICES. IRCD BULLETIN; VOLUME 2, NUMBER 4, SEPTEMBER 1966.
INSTITUTION YESHIVA UNIV., NEW YORK, N.Y. ERIC CLEARINGHOUSE FOR URBAN DISADVANTAGED.
PUB DATE SEP 66
NOTE 12P.

EDRS PRICE EDRS PRICE MF-$0.25 HC NOT AVAILABLE FROM EDRS.
DESCRIPTORS BIBLIOGRAPHIES, *CAREER OPPORTUNITIES, *ECONOMICALLY DISADVANTAGED, EDUCATIONAL BENEFITS, EMPLOYEE ATTITUDES, *EMPLOYMENT PROGRAMS, INDIGENOUS PERSONNEL, *JOB DEVELOPMENT, LOWER CLASS, LOW INCOME GROUPS, *NONPROFESSIONAL PERSONNEL, OCCUPATIONAL MOBILITY, SOCIAL WELFARE, WELFARE SERVICES

ABSTRACT

AT A TIME WHEN NATIONAL UNEMPLOYMENT IS INCREASING, EXPANDED EMPLOYMENT OF DISADVANTAGED UNSKILLED PERSONS, ESPECIALLY IN THE ROLE OF NONPROFESSIONALS, BY HEALTH, EDUCATION, AND WELFARE SERVICE ORGANIZATIONS COULD PROVIDE OVER FIVE MILLION NEW JOBS. DESPITE PROSPECTS FOR OPPORTUNITIES IN HIGHER EDUCATION AND FOR ADVANCEMENT IN CAREER DETERMINATION, SEVERAL PROBLEMS ARISE: (1) NONPROFESSIONALS MAY NOT BE CAPABLE OF UPWARD MOBILITY, (2) IF CAPABLE, THEY MAY CEASE TO BE A COMMUNICATION LINK BETWEEN THE CLASSES, (3) THEY MIGHT HAVE NEGATIVE ATTITUDES TOWARD OTHER POOR PERSONS, AND (4) THOSE SELECTED (THROUGH THE ELIMINATION OF THE LESS COMPETENT) AS NONPROFESSIONALS MIGHT ACTUALLY BE THOSE LESS IN NEED OF JOBS. ALTHOUGH FURTHER RESEARCH IS NEEDED TO SOLVE THESE PROBLEMS, THE KINDS OF OPPORTUNITIES PROVIDED FOR NONPROFESSIONALS BY THESE PROGRAMS WILL MOTIVATE THEM TOWARD GREATER CAREER MOBILITY. ALSO, SOME OF THE PROBLEMS MAY BE AVOIDED IF THE NONPROFESSIONAL TASKS ARE ON SEVERAL LEVELS OF COMPETENCE, EACH INVOLVING DIFFERENT CAREER ROLES AND EXPECTATIONS. A LONG GENERAL BIBLIOGRAPHY ON THE NONPROFESSIONAL AND RELATED ECONOMIC ISSUES IS INCLUDED. NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT. (RJ)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

# IRCD BULLETIN

A BI-MONTHLY PUBLICATION

FROM THE INFORMATION RETRIEVAL CENTER ON THE DISADVANTAGED

PROJECT BEACON
FERKAUF GRADUATE SCHOOL
OF EDUCATION
YESHIVA UNIVERSITY
55 Fifth Avenue
New York, N. Y. 10003

VOLUME II NUMBER 4

SEPTEMBER 1966

ED 036565

## Job and Career Development for the Poor ... The Human Services

Though it would seem obvious that poverty is one of the major problems of the poor, our War on Poverty has endowed the One-Fifth chiefly with a wealth of services. Its programs have not succeeded in eliminating need, but they have managed to underscore the seemingly obvious—that the poor, first and foremost, need more money or the chance to earn it.

Posing the question in terms of how to get more money into the pockets of the poor has stimulated a useful debate. On the one hand there are the proponents of some form of income redistribution like the guaranteed annual income; on the other, there are those who advocate increasing employment opportunities by such devices as developing new careers for the poor.

Underlying the former position is the conviction of such observers as Robert Theobald that it is neither feasible nor necessarily desirable to approach the alleviation of poverty through the strategy of job development. While maintaining that "it is already impossible to achieve appropriate employment of all human resources through the job route," he does not consider widespread loss of work a frightening prospect: "It is not full employment that promises the achievement of America's potential, but rather full unemployment with each individual striving to develop himself and his society." What such a position overlooks is the fact that those least prepared to use their leisure resourcefully and usefully—the undereducated—are the first to face layoffs. Forced "freedom from work" is difficult to view as a blessing.

While "full unemployment" is an extreme position, clearly there are some for whom employment is not a solution. Mothers caring for young children, the aged, the disabled, and especially the youngsters in homes headed by such persons require not jobs, but income-transfer programs to guarantee them more money. But for the poor who are available for work, the unemployed, the underemployed, those who cease to be counted because they no longer look for jobs, and particularly for the young people in any of these categories, holding a job is a solution more likely to add to their self-esteem and their sense of participation in society.(1)

Desirability aside, however, if the assumption were correct that employment for all is already impossible, we would need to throw all our weight toward the guaranteed income solution while simultaneously attempting to induce attitudinal changes among and toward the unemployed. For though we do not know whether it is their lack of money or their lack of work which most jaundices society's attitudes toward the unemployed poor, it is clear that society currently tends to define lack of gainful employment as privilege or idleness depending on whether it is the chosen condition of the ingroup or the unhappy lot of the outgroup. The position that unemployment is inevitable is based on long-range projections rather than short-range goals. As Marcia Freedman has observed:

> Those of our friends who envision the disappearance of the need for work may have an important insight for the future, but they have skipped over some of the present, particularly in terms of services to people, of expansion of cultural activities, and of a general enhancing of the quality of goods and services. . . The enormous growth of automation for some time at least, should not obviate the possibility of new work roles.

If one takes into account the several variables of population growth, present available manpower, and future demands for greater quality and quantity of services, it becomes difficult if not foolhardy to attempt to estimate the number of workers needed in the fields of health, education and welfare—the human services. But though inadequately documented, the demand for new workers exists. The National Commission on Technology, Automation and Economic Progress estimated, for example, that expanded public-service employment in six categories "where social needs are now inadequately met if indeed they are met at all" could create 5.3 million new jobs for people "with relatively low skills." It is generally agreed that a greatly increased supply of manpower in the human services must be developed if dangerous personnel shortages are to be avoided. One of the most promising proposals for attacking personnel shortages and unemployment simultaneously has been popularized under the catch phrase, New Careers for the Poor, the title of a recent book by Frank Riessman and Arthur Pearl.

Interest in new careers has grown out of a number of recent experiments in which meaningful service roles have been found in health, education, and welfare organizations for persons lacking the formal requisites for professional status. Commonly designated "nonprofessionals," a term nearly as unfortunate as the epithet non-white, such persons are known as indigenous nonprofessionals when they are drawn from the low-income client group or from the disadvantaged neighborhood served by the organization in which they work.

Among early experiments utilizing nonprofessionals were those in the field of corrections where corrections officers were trained to provide group therapy; in education where teacher aides and school-community coordinators were employed in slum schools; and in the multi-service social agencies that pre-dated the War on Poverty where nonprofessionals filled a variety of roles in community organization, in school-community liaison work, in program

(1) The relatively low overall unemployment rates during 1966 should not obscure the high rates of joblessness that persist for young workers and for nonwhites in all age categories. In July, for example, the overall unemployment rate (seasonally adjusted) was 3.9%. However for non-whites the rate was more than doubled, 7.9%, and for the 14-19 age group it was more than trebled, 12.2%.

UD003 759

**Education as a Model for New Careers***

"What is needed is redefinition of the teaching role. The teacher encompasses too many activities, and it is propcsed. . . that five different functions can be abstracted from the one omnifarious duty now performed:"

| Roles | Functions | Requisites |
|---|---|---|
| Teacher aide | "From supervision of recess and lunch time activities to operating audio-visual equipment." Assisting children with homework, assuming the teacher's clerical functions, maintaining supplies and special equipment, exercising control over a class while teacher gives instruction to a particular child, etc. | "Open to all regardless of schooling attained (or delinquency record) and would require only that a short training experience be successfully completed." |
| Teacher assistant | Preparation of material used in teaching and demonstrations, correction of homework, assisting children at home in subjects requiring special knowledge and competence; on the basis of his education, assisting in teaching subjects to the class. | A.A. Degree which can be attained through a system of credit for on-the-job activity and college courses. (Achievement of high school diploma or certificate for those who have not completed secondary education.) |
| Teacher associate | Similar to that of classroom teacher but subject to direction of supervising teacher. | B.A. Degree which can be obtained through two additional years of work and academic training, subsequent to the A.A. Degree. |
| Certified teacher | Performance of more exclusively professional functions such as utilization of assistants, in addition to the more complicated teaching functions. | Two more years of combined teaching and course work, including training administration. |
| Supervising teacher | Supervision, counselling, and training of twenty teacher nonprofessionals. | Outstanding history as teacher plus special instruction in supervision. |

* Condensed from Arthur Pearl, and Frank Riessman, New Careers for the Poor, Chapter 4, "Education as a Model for New Careers."

planning, and in the teaching of home-management skills. Whether they were employed primarily to make programs more compatible with disadvantaged clientele, to professionalize existing services as in the corrections field, or for the purpose of effecting their own rehabilitation, the nonprofessionals employed in these and other programs appeared to make a positive, in some cases unique, contribution to human services.

Based on experiences with, and observations of, some of these experimental programs, Arthur Pearl, Frank Riessman, Robert Reiff, J. Douglas Grant, and others, began to think in terms of developing large numbers of careers for nonprofessionals in the human services as a means of meeting several social problems: unemployment; the shortage of skilled manpower in these fields; and the inadequacies of many professional services stemming from lack of participation of the low-income persons. Moreover, it was anticipated on the basis of earlier experiences that those who offered help to others would profit from their efforts, sometimes to a greater extent than the beneficiaries of their services—what Riessman has called "the helper therapy principle." In their book New Careers for the Poor, Pearl and Riessman emphasized the following planning considerations:

1. the creation of jobs normally allotted to highly-trained professionals which could be performed by the unskilled, inexperienced, and relatively un-trained workers; or the development of activities not currently performed by anyone for which there is an acknowledged need;
2. the development not merely of jobs, but of permanent positions "incorporated into the matrix of the industry or agency";
3. latitude for limited advancement without the requirement of extensive additional training;
4. opportunities for truly substantial advancement in job station; and
5. establishment of a continuum ranging from non-skilled entry positions, extending through intermediate sub-professional functions, and terminating in full professional status—thereby providing an alternate avenue for upward mobility to the present requirement, virtually inaccessible to the poor, of prior completion of from five to eight years of higher education.

The promise of the new-careers concept is that it would provide easier initial access to a job for the poor, together with built-in opportunities for advancement to a career. In practice the entry gates have been opened, but the broad avenues leading upward have not. There are a number of jobs for nonprofessionals, but few new careers. It is one thing to employ the poor in service roles when "the maximum feasible participation of the poor" has become a platitude and the presence of some nonmilitant indigenous staff may be prerequisite to the arrival of federal funds. It is quite another matter to set out seriously to devise an alternate means of access to several professions. The educational implications of the new-careers proposal are broad, and the task is made especially difficult by the insecurity of some of the disciplines in their recently acquired status

as professions. It is also difficult to evaluate the success of such programs as do exist, not because there is any shortage of programs employing nonprofessionals (one observer estimates that 24,000 nonprofessionals have been employed as a result of the Economic Opportunity Act of 1964), but rather that there is a dearth of carefully planned and coordinated action and research that would offer a means of evaluating the new-careers concept.

There is some evidence, largely impressionistic, concerning the capacity of the poor to assume new jobs in the human services, but as the nature of current experimentation would suggest, there is little knowledge available about their ability to attain new careers. Two interrelated questions remain unanswered. The first is whether the adult poor have the capacity to master the knowledge required to achieve upward mobility. The second is whether in so doing they will lose their unique value. In gaining the requisite education for a career, those very workers most capable of upward mobility may become even more removed from the clientele and thus, unable to serve as bridges to disadvantaged target groups, fail to bring about the hoped-for enhancement of services.

Those who answer the first question in the negative, find the poor too limited to assume new roles in the human services and stress the deleterious effects of poverty. The negative position has been stated by Sherman Barr:

> It is extremely difficult to vitiate the effects of the many years of poverty, brutalization, and discrimination endured by many poor indigenous persons. Expected limitations remain pervasive in spite of training efforts.

It is Barr's corollary view that those indigenous persons who have been less disadvantaged are more valuable. "Those who were most successful had in the main experienced less poverty, were better educated and had managed their lives with a reasonable degree of success and productivity." The use of nonprofessionals, Barr warns, may be just one more instance of offering lower-quality services to the poor.

On the other hand those with confidence in the educability and trainability of the poor as a group put emphasis either on their special strengths or on that common capacity which experimental evidence suggests they share with most other human beings, that is, to perform at a higher level than they currently do. Some of our experience does suggest that the skills of the poor can be upgraded by the manipulation of such motivating variables as meaningful employment, job-related instruction and opportunities for higher education; and there is evidence from current training experiments in industry that with some extension of training time, a very high proportion of persons with limited intellectual performance can be prepared for positions requiring semi-technical skills. However, despite the development by some groups of systemmatic training that combines formal instruction with on-the-job training, most institutions employing nonprofessionals have failed to make adequate provision for training.

It is also true, of course, that those who have been impressed by the special knowledge and style of the nonprofessionals are less likely to use professional criteria to evaluate their performance; they are also more likely to insist that those who appear to be poor risks in terms of delinquency and lack of formal education, perform as well as persons who appear more promising in terms of conventional personnel standards. And while critics may find the poor lacking in verbal skill, advocates point to the fact that though few are well spoken, many are articulate.

Many slum residents, including some of the very poor and those dependent upon public assistance, know their neighborhoods and slum life intimately and are often quite canny in managing well in difficult circumstances. Barr appropriately warns that we must guard against glorifying a plucky approach to deprivation and a concomitant acceptance of the status quo. But with that caveat in mind the knowledge, know-how and understanding of the indigenous nonprofessional may be a valuable asset in human service programs. Nonprofessionals can help familiarize professionals with the problems and expectations of the clientele, and having endured poverty themselves may offer a perspective on behavior which can enhance professional understanding. Their tendency to find external rather than intra-psychic explanations of behavior, to react strongly to material deprivations such as lack of food, clothing and heat, though it may sometimes reflect merely their lack of training, often appropriately tempers the professional's penchant to psychologize. The nonprofessional can also be useful in providing direct service, particularly to newcomers, incorporating some of the traditional self-help patterns of the poor into the professional service.

There are some, however, who argue that neither the knowledge nor the know-how of the indigenous worker is so special that it cannot be learned by good professionals. (In practice, however, professional training does not emphasize such understanding.) While such an argument deals with that part of the rationale for indigenous staff which is based on their proximity to the clientele, it overlooks the manpower issue where the question is not whether or not overworked professionals can become more skilled, but whether they can be relieved of some of their tasks by trained nonprofessionals.

Aside from their service capability the employment of nonprofessionals poses some very real difficulties to the professionals who train and supervise them. Since they do not belong to the professional culture, they are often likely to question its basic assumptions and, in a setting which encourages their independence, to openly express a resentment of professionals. Such hostility often arises from differences in social class and racial or ethnic identity, and while much of it may be a projection of past bitter experiences, the indigenous worker may also be reacting to the present prejudices of many professionals toward lower class groups and to the status structures of many organizations which institutionalize these prejudices.

The professional who can learn to face these various assaults and to deal differentially with biases according to whether they are his own, the nonprofessional's or the institution's, is likely to become a much more competent worker, particularly with clientele resembling the nonprofessional. It is, however, the unusually confident and competent professional who can respond rationally to such challenges, particularly those involving his own biases. If such competence is to become commonplace, it will need to be deliberately developed in the course of professional study and in-service training.

A more telling argument against the nonprofessionals is that they themselves may also have negative attitudes toward the poor. Although it is sometimes assumed that proximity to slum life will automatically provide neighborhood workers with empathy and understanding for their clients, many persons who have lived in poverty share the prevailing middle-class attitudes toward the poor. They tend to look down on deprived persons and to be contemptuous of those who manage less well in what they consider comparable circumstances. The lower classes are, as studies have shown, less liberal as a group than the upper classes. Those who have themselves been the victims of social inequities may nonetheless feel that any individual is responsible for his own circumstances and that those who receive "charity" have no right to demand services for which they do not pay.

Fortunately such attitudes are less damaging to worker-client relationships than might be expected, possibly because their roles permit many indigenous workers to provide direct and meaningful help to clients—assisting with child

care, shopping, and serving as translators and escorts on client visits to schools, clinics and other institutions. It is also true that the styles of behavior of nonprofessionals may be more naturally attuned to those of the client population, and that the relationship tends to be one of reciprocity, rather than that of donor-donee.

Riessman and Reiff have suggested an expediter role for some nonprofessionals, utilizing their ability to communicate across class lines in order to put clients in touch with community resources and to influence such institutions in the direction of greater responsiveness to low-income clientele. However the problems which many lower-income persons have in dealing with authority and their experience in jobs that discourage and even punish initiative, may inhibit their ability to affect institutional policy.

There are some observers who believe that what we have been experiencing in the human services to date is the phenomenon of "creaming", in which we have been skimming off only the most competent members of the lower-income groups, those less in need of new jobs. Is there, they ask, a saturation point very close at hand beyond which most of the poor have qualifications too thin to warrant hiring? This is a particularly salient question when one thinks in terms of employing large numbers of the poor, a requisite for affecting employment problems and manpower shortages.

When career mobility is a factor, "creaming" becomes even more important. Perhaps even the low-risk candidates have been "creamed" with respect to attributes important for jobs in the human services. That is, they may be superior to most other poor people in their capacity for warm and positive social relationships. That we are "creaming" in terms of hiring the most middle-class and therefore least disadvantaged slum residents is suggested by the findings of Charles Grosser. Analyzing the results of a survey at Mobilization for Youth, he discovered that despite efforts to hire workers representative of the community, the nonprofessionals had an outlook more like that of the middle-class staff than that of the community sample.

In the final analysis, many of the questions about the true capacity of the poor can be dealt with more systematically if we recognize that nonprofessional jobs require various levels of competence, and that there is a wide range of capability and trainability among the poor. Perry Levinson and Jeffry Schiller have recently suggested a typology for social work that may be useful in delineating the roles of professional and nonprofessional personnel in the other human services as well. They propose three levels of workers—preprofessionals, semiprofessionals and subprofessionals—each with different kinds of tasks, training and career expectations. The preprofessionals would be geared toward professional status, while the other two groups would have mobility through nonprofessional channels such as supervision, training of other nonprofessionals or through regular significant increments.(2) Such a classification speaks to the capability issue by allowing for a differential use of workers in terms of their present performance and their receptivity to further training. Moreover it defines differentially the workers' problems in maintaining rapport with the client group in the face of changing status.

As he gained professional knowledge and training, the preprofessional's proximity to the clientele would by definition be decreased by acquisition of middle-class status. But as Emmanuel Hallowitz has observed, one need not be identified with the poor to have a commitment to them. Such a committment is possessed by many professionals and would likely be retained by former preprofessionals if their training were geared to maintenance of these attributes. For the subprofessional who would be engaged in routine tasks now performed by professionals and who might not have client contact or even an office in the slum community, the problem of losing identification with the poor would not be relevant to adequate performance. For the semiprofessional, who would be upwardly mobile as a result of his new career, but whose job would require continued closeness to the community, role discrepancy would be high, but discomfort might be compensated if agency rewards were no longer, as at present, solely associated with professional status. A typology such as Levinson's and Schiller's can thus help to eliminate the ambiguities in the present status of nonprofessionals who now exist in an undefined limbo somewhere between client and professional. Such a reduction of ambiguity would also hopefully reduce the tendency of some nonprofessionals to be jealous of and competitive with professionals.

The appeal of the new-careers plan, that it is a single strategy for coping concurrently with three social problems, may contribute to a confusion of the issues involved; and since some of those most interested in developing new careers are also concerned with professional services for the poor, the issues are all the more likely to be obfuscated. There is a great deal to be said for creating new jobs regardless of their utility, something we have been accustomed to do under the guise of national security, but eagerness to employ the poor and to alleviate manpower shortages should not lead us to embark on a widescale new-careers program before we have honestly evaluated the service potential of the new nonprofessionals. By making premature claims for their potential, we betray not only the clients they are meant to serve, but the new workers as well, for we are likely in the end to let them down by laying them off, thus providing additional "proof" to them and to society that they are incompetent.

There is another complicating issue. We are urged to consider the service professions as sources of employment because they are relatively resistant to automation. However, other types of government programs, which provide lesser employment opportunities, may be more valuable to the poor as clients. If a choice must be made, new housing is more beneficial to the poor than a homemaking service to help someone cope better in her one-room hovel.

If the new-careers proposal is to have a fair trial, there are a number of issues which will require careful and objective investigation. Wherever it is in the fields of health, education or public welfare, that new roles for the poor are to be developed, there must be careful demonstration programs concentrating on training and evaluation and not necessarily having direct service as an immediate goal. We need to know what kinds of service roles can be performed by persons with less than professional training and who among the poor can be recruited for these new jobs. We need to explore further the capacity of the poor and the kinds of training they will need to assume service roles at various levels. Further, we need to study the manner and auspices of such training, as well as the preparation of trainers and supervisors. In view of the commitment of time and money involved in training nonprofessionals, it may be that their in-service training should not be the responsibility of the hiring agencies but should instead be integrated into the educational-vocational system or carried out by independent training institutes, several of which are already in existence. Such independent centers can develop new workers who are less dependent upon a given employing organization and can provide training which is less tied to a particular work situation and thus more conducive to upward mobility. It is worth noting that employing agencies now offer professionals numerous opportunities for further training and education at agency expense, a privilege which should be extended to the nonprofessional if we are concerned about his career development. Moreover, attention will need to be given to retraining both those who will train and those who

(2) It should be noted that a job is not necessarily a means of averting poverty unless the salary is above poverty level. At best, yearly incomes for nonprofessionals tend to be about $4,000, an amount not significantly above the poverty level for a four-person family according to Social Security Administration calculations.

will work with indigenous workers, especially if the latter are to be introduced in any large numbers into the human services. We also need further investigation into ways of removing the barriers to the employment of the poor which have nothing to do with their capabilities and training potentials, but everything to do with the nature of institutions. How can such legal and quaisi-legal barriers to the employment of nonprofessionals as licensing regulations and civil-service job descriptions be torn down; and how can we best allay the fears of loss of status which may lead the present staffs of many agencies to oppose the hiring of those who are less well educated for meaningful roles.

Finally, how is the employment of the careerists to be financed—through increased government spending; through diverting into the human services monies now spent elsewhere, on national defense, for example(3); or through the realiocation of existing budgets. The utilization of existing budgets for the hiring of nonprofessionals would amount to a reduction in funds available for hiring professionals, and consequently, there are those who object to hiring nonprofessionals in the absence of additional funds. In the past the alternative to restructuring in response to manpower shortages has characteristically been to do nothing, usually at the client's expense.

It is one of the virtues of the new-careers plan that it seems so simple. But we need to recognize that the simplicity of the plan may obscure the complexity of the issues it evokes. Approached simplistically, it could be a strategy for failing simultaneously to cope with three social problems.

G. S. Goldberg

3) Such reconversion seemed possible a few years ago but now seems remote in the face of the Vietnam debacle. Indeed, one wonders what factors other than foreign policy and military exigency are involved in the escalation of the war in Asia. Perhaps military means of averting structural unemployment seem more expedient than the uncertain course of redefining tasks in the human services and increasing demands for such civilian programs.

### FINANCING NEW CAREERS

In one proposal based on the reallocation of existing budgets, Arthur Pearl envisions the creation of half a million new jobs for nonprofessionals through modifying the employment structure in the educational field. He proposes that of the projected budgets for new teachers through 1970, seventy percent be spent on hiring nonprofessionals to perform the technical but less complicated aspects of classroom work. Professional teachers would thus be freed to do more teaching and other fully professional tasks, including training and supervision of the nonprofessionals. As yet unanswered, is the question of whether such a policy would enhance instruction and learning.

# The Nonprofessional in the Human Services
# A Selected Bibliography*

*Although our bulletin article deals specifically with job and career development for the poor in the human services, the bibliography includes citations which do not directly pertain to the indigenous nonprofessional. Rather, materials are cited which deal with a wide variety of staff who lack professional study, including many individuals who are neither poor nor residents of socially disadvantaged communities. These materials are relevant to the important problem of determining which tasks assigned to professionals can be performed by staff with less than professional training and to some of the implications of employing such persons in the human services.

Numbers of pages are included in the bibliographic citations, wherever possible. Notable exceptions are works in press.


ACTION - Housing, Pittsburgh. Action for employment: a demonstration neighborhood manpower project. Pittsburgh: Allegheny Council to Improve Our Neighborhood, 1966. 63p.

Albee, George. Mental health and manpower trends: a report to the Staff Director, Joint Commission on Mental Illness and Health. New York City: Basic Books, 1959. 361p.

Anderson, Robert H. Organizational character of education: staff utilization and deployment. Review of Educational Research, 34:455-69, October 1964.

Arden House Conference on Manpower and Training for Corrections, Harriman, N.Y. Decisions of the Arden House Conference on Manpower and Training for Corrections: June 24-26, 1964. New York City: National Association of Social Workers, 1964. 31p.

Armsby, Henry H. Engineering and scientific manpower: organized efforts to improve its supply and power. Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1960. 68p.

Barker, Robert T.; and Thomas L. Briggs. Trends in the utilization of social work personnel: an evaluative research study of the literature. New York City: National Association of Social Workers, 1966. 57p.

Barr, Sherman. Some observations on the practice of indigenous non-professional workers. New York City: Mobilization for Youth, 1966. 14p. (Paper presented at the 14th Annual Program Meeting of the Council on Social Work Education, January 1966.)

Baxter, Edith S. The agency's expectations from the beginning professional worker. Child Welfare, 43:76-79,90, February 1964.

Beck, Bertram. Job definitions: a first step. In: Education for social work. New York City: Council on Social Work Education, 1963. p.29-32. (Paper presented at the 11th Annual Program Meeting of the Council on Social Work Education, 1963.)

Beck, Bertram. Wanted now: social work associates. In: The social welfare forum, 1963. New York City: Columbia University Press, 1963. p.195-205. (Paper presented at the 90th Annual Forum of the National Conference on Social Welfare, 1963.)

Belton, Sylvia I.; and Claire N. Bloomberg. Evaluation of in-service training at Junior Village. Washington, D.C.: Howard University, Center for Youth and Community Studies, 1964. 10p.

Benjamin, Judith; and others. Evaluation of nonprofessionals in community action programs: progress report, September 7, 1965 - December 7, 1965. New York City: National Committee on Employment of Youth, 1966. 40p.

Benjamin Judith; Marcia Freedman; and Edith Lynton. Pros and cons: new roles for nonprofessionals in corrections. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Welfare Administration, Office of Juvenile Delinquency and Youth Development, 1966. 127p.

Blau, Peter M. The dynamics of bureaucracy: a study of interpersonal relations in two government agencies. Chicago: The University of Chicago Press, 1955. 322p.

Blau, Peter M.; and Richard W. Scott. Formal organizations: a comparative approach. San Francisco: Chandler Publishing Co., 1962. 312p.

Bloomberg, Claire N. Job-oriented group training in day care for high school dropouts: the issues, relationships and outcome. Washington, D.C.: Howard University, Institute for Youth Studies, 1965. 18p.

Bloomberg, Claire N. Notes for training day care aides: the meaning of play. Washington, D.C.: Howard University, Center for Youth and Community Studies, 1965. 29p.

Bloomberg, Claire N; and William L. Klein. Training reports C.S. no. 4: day care aide training curriculum. Washington, D.C.: Howard University, Center for Youth and Community Studies, April 1965. 14p.

Brager, George; and Francis Purcell, eds. Community action against poverty. New Haven: College and University Press, 1967 (in press).

Brager, George. The indigenous worker: a new approach to the social work techniques. Social Work, 10:33-40, April 1965.

Brager, George. The low-income non-professional: an overview of his role in program. New York City: Mobilization for Youth, 1964. 17p.

Brager, George; and Sherman Barr. Perceptions and reality: the poor man's view of social services. In: Community action against poverty. George Brager and Francis Purcell, eds. New Haven: College and University Press, 1967 (in press).

Bratton, Willie V. Report of study of utilization of auxiliary personnel assigned to social service in public and voluntary social agencies. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Bureau of Family Services, Division of State Administration and Standards, 1963. 16p.

Bredemeier, Harry C. Suggestions to communities for participation in the war on poverty. New Brunswick, N.J.: Rutgers State University, Urban Studies Center, August 1964. 28p.

Brieland, Donald. The efficient use of child welfare personnel. Children, 12:91-96, May - June 1965.

Camp Fire Girls, New York City. Creative adaptation to change: report of seminars, Metropolitan Critical Areas Project. New York City, 1965. 115p.

Christmas, June J. Group methods in training and practice: nonprofessional mental health personnel in a deprived community. American Journal of Orthopsychiatry, 36:410-419, April 1966.

Cohen, Wilbur J. The role of the federal government in expanding social work manpower. Health, Education, and Welfare Indicators, 7:8-20, March 1965.

Colm, Richard. Man's work and who will do it in 1980. In: America, 1980. Robert L. Hill, ed. Washington, D.C.: Graduate School of the U.S. Department of Agriculture, 1965. p.5-23.

Community Council of Greater New York. An approach to the shortage of social service personnel in New York City child care agencies: final report of the pre-professional training project, June 1959 - April 1961. New York City, 1961. 26p.

Community Progress. The human story. New Haven, 1966. 102p.

Council on Social Work Education, New York City. Education for social work. New York City, 1963. 239p. (Proceedings of the 11th Annual Program Meeting, 1963.)

Council on Social Work Education, New York City. Social work education and social welfare manpower: present realities and future imperatives. New York City, 1965. 71p. (Four speeches by: Ellen Winston, Milton Wittman, Arnulf Pins, and Wilbur J. Cohen.)

Day, Max; and Alice M. Robinson. Training aides through group techniques. Nursing Outlook, 2:308-310, June 1954.

Denham, William H.; and others. The neighborhood worker: a new resource for community change. Washington, D.C.: Howard University, Institute for Youth Studies, Center for Community Studies, 1966. 62p.

Denham, William H. Training for community action in the neighborhood development program of the United Planning Organization of Washington, D.C. Washington, D.C.: Howard University, Institute for Youth Studies, 1966. 33p.

Denham, William H.; Walter L. Walker; and Joseph H. Gross. Training program for neighborhood workers: UPO NDC #1. Washington, D.C.: Howard University, Center for Youth and Community Studies, 1965. 17p.

Duhl, Leonard J. Manpower strategies in community mental health. In: New careers: ways out of poverty for disadvantaged youth, a conference report. Jacob Fishman; Arthur Pearl; and Beryce MacLennan, eds. Washington, D.C.: Howard University, Center for Youth and Community Studies, 1965. p.44-48.

Eckhaus, R.S. Economics criteria for education and training. The Review of Economics and Statistics, 36:181-190. May 1964.

Egerton, John. Quasi-teachers: a growing breed. Southern Education Report, 1:2-7, February 1966.

Emmerling, Frank C.; and Kanawha Z. Chavis. The teacher aide in North Carolina's comprehensive school improvement project. Raleigh, N.C.: State Department of Public Instruction, 1966. 30p.

Epstein, Laura. Differential use of staff: a method to expand social services. Social Work, 7:66-72, October 1962.

Esbensen, Thornwald. Should teacher aides be more than clerks? Phi Delta Kappan, 47:237, January 1966.

Etzioni, Amitai. A comparative analysis of complex organizations: on power, involvement, and their correlates. New York City: Free Press of Glencoe, 1961. 366p.

Etzioni, Amitai, ed. Complex organizations: a sociological reader. New York City: Holt, Rinehart and Winston, 1964. 497p.

Ewalt, Jack. The use of the nonprofessional in mental health. In: New careers: ways out of poverty for disadvantaged youth, a conference report. Jacob Fishman; Arthur Pearl; and Beryce MacLennan, eds. Washington D.C.: Howard University, Center for Youth and Community Studies, 1965. p.38-43.

Farrar, Marcella; and Mary L. Hemmy. Use of nonprofessional staff in work with the aged. Social Work, 8:44-50, July 1963.

Felsenfeld, Naomi. Report of a training program for neighborhood workers: NDC UPO #5, Washington D.C. Wasnington, D.C.: Howard University, Institute for Youth Studies, 1966. 85p.

Finestone, Samuel. Considerations in planning a staff development program: a component of the Experimental Welfare Center Project. 1963, unpublished. (Paper presented at the North Eastern Regional Conference, American Public Welfare Association, Hartford, September 1963.)

Finestone, Samuel. Impact on staff development of organizational characteristics and program variables. New York City: National Association of Social Workers, 1964. 8p.

Finestone, Samuel. Some specifics in developing and assessing a staff development program. New York City: National Association of Social Workers, 1964. 16p.

Fishman, Jacob R.; and Alma Denham. New careers: a summary and perspectives. In: New careers: ways out of poverty for disadvantaged youth, a conference report. Jacob Fishman; Arthur Pearl; and Beryce MacLennan, eds. Washington, D.C.: Howard University, Center for Youth and Community Studies, 1965. p.174-209.

Fishman, Jacob R.; Arthur Pearl; and Beryce MacLennan, eds. New careers: ways out of poverty for disadvantaged youth, a conference report. Washington, D.C.: Howard University, Center for Youth and Community Studies, 1965. 214p.

Fishman, Jacob R.; and others. Training for new careers: the Community Apprentice Program developed by the Center for Youth and Community Studies, Howard University. Washington, D.C.: Howard University, Center for Youth and Community Studies, 1965.

Francel, Edward W. The individual: key factor in welfare manpower. In: Manpower in social welfare: research perspectives. Edward E. Schwartz, ed. New York City: National Association of Social Workers, 1966. p. 81-88.

Freedman, Marcia. The use of nonprofessionals -- a survey. In: New careers: ways out of poverty for disadvantaged youth, a conference report. Jacob Fishman; Arthur Pearl; and Beryce MacLennan, eds. Washington, D.C.: Howard University, Center for Youth and Community Studies, 1965. p.25-37.

French, David G. Needed research on social work manpower; with particular reference to program areas for which the Federal government has responsibility: report to the Task Force on Social Work Education and Manpower. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Welfare Administration, Bureau of Family Services, 1964. 41p.

Gil, David G. Social work teams -- a device for increased utilization of available professionally educated social welfare personnel. Child Welfare, 44:442-446, October 1965.

Ginzberg, Eli. Human resources: the wealth of a nation. New York City: Simon and Schuster, 1958. 183p.

Goldberg, Gertrude S. Report on visiting homemakers. New York City: Mobilization for Youth, 1963. 100p.

Goldberg, Gertrude S. Untrained workers in a social work program: the visiting homemakers. In: Community action against poverty. George Brager and Francis Purcell, eds. New Haven: College and University Press, 1967 (in press).

Gordon, Edmund W.; and Gertrude S. Goldberg. Report on the Youth Worker Training Program. New York City: Yeshiva University, Ferkauf Graduate School of Education; and New York State Division for Youth, Youth Research, 1965. 141p.

Gordon, Jesse E. Project Cause, the Federal government anti-poverty program, and some implications of subprofessional training. American Psychologist, 20:334-343, May 1965.

Grant, J. Douglas. Changing times and our institutions; or, participants not recipients. 1965, unpublished. 33p. (Paper presented at the 12th Annual Institute on Crime and Delinquency, June 14, 1965.)

Grant, J. Douglas; and others. Job and career development for the poor. Sacramento, Cal.: The Institute for the Study of Crime and Delinquency, New Careers Development Project, 1965. 35p. (A report prepared for the California Office of Economic Opportunities.)

Grant, J. Douglas. New careers in the change agent field. 1965, unpublished. 15p. (Paper presented at the 42nd Annual Meeting of the American Orthopsychiatric Association, New York City, March 18, 1965.)

Grant, J. Douglas. A strategy for new careers. In: New careers for the poor: the nonprofessional in human service. Arthur Pearl and Frank Riessman, eds. New York City: Free Press, 1965. p.209-238.

Grant, Joan. The industry of discovery: new roles for the nonprofessional. In: New careers for the poor: the nonprofessional in human service. Arthur Pearl and Frank Riessman, eds. New York City: Free Press, 1965. p.93-124.

Grant, Joan. A strategy for California's youth training resources in the development of new careers for the poor. Sacramento, Cal.: The Institute for the Study of Crime and Delinquency, New Careers Development Project, 1966. 26p. (A report prepared for the California Office of Economic Opportunities.)

Greenleigh Associates. A public employment program for the unemployed poor. New York City, 1965. 68p.

Grosser, Charles. Class orientation of the indigenous staff. In: Community action against poverty. George Brager and Francis Purcell, eds. New Haven: College and University Press, 1967 (in press).

Grosser, Charles. Local residents as mediators between middle-class professional workers and lower-class clients. Social Service Review, 40:56-63, March 1966.

Grosser, Charles. Perceptions of professionals, indigenous workers and lower-class clients. 1965, unpublished. 155p. (Doctoral dissertation, Columbia University School of Social Work, 1965.)

The guaranteed income. American Child, 48:1-32, Summer 1966.

Haber, William; and others. Manpower in the United States: problems and policies. New York City: Harper and Brothers, 1954. 225p.

Hallowitz, Emmanuel; and Frank Riessman. Neighborhood Service Center Program. 1965, unpublished. 30p. (Report to the U.S. Office of Economic Opportunity on the South Bronx Neighborhood Service Center Program.)

Hallowitz, Emmanuel; and Frank Riessman. The role of the indigenous nonprofessional in a community mental health neighborhood service center program. 1966, unpublished. 22p. (Prepared for the 43rd American Orthopsychiatric Association Meeting, San Francisco, April 1966.)

Harbison, Frederick; and Charles A. Myers. Education manpower and economic growth: strategies of human resource development. New York City: McGraw-Hill, 1964. 229p.

Harlem Youth Opportunities Unlimited. Youth in the ghetto: a study of powerlessness and a blueprint for change. New York City, 1964. 614p.

Henderson, George. Training is being trained: observations on low-income leaders. Detroit: Wayne State University, Delinquency Control Training Center, 1965. 28p.

Herman, Melvin; and Stanley Sadofsky. Youth work programs: problems of planning and operation. New York City: New York University, Graduate School of Social Work, Center for the Study of Unemployed Youth, 1966. 208p.

Heyman, Margaret M. Criteria for the selection of cases according to levels of staff skill. Social Casework, 42:325-331, July 1961.

Heyman, Margaret M. A study of effective utilization of social workers in a hospital setting. Social Work, 6:36-43, April 1961.

Hollis, Ernest V.; and Alice L. Taylor. Social work education in the United States. New York City: Columbia University Press, 1951. 422p.

Howard University, Washington D.C. Center for Youth and Community Studies. Community apprentice program: disadvantaged youth in human services. Washington, D.C., 1965. 110p.

Howard University, Washington, D.C. Center for Youth and Community Studies. Job descriptions for community aides. Washington, D.C., 1965. 14p.

Howard University, Washington, D.C. Center for Youth and Community Studies. Report on the Junior Village Preschool Program. Washington, D.C., 1964. 11p.

Howard University, Washington, D.C. Institute for Youth Studies. Manual on the training and utilization of youth leaders and trainers. Washington, D.C., 1966. 125p.

Isales, Carmen; and Fred G. Wale. The field program. The Journal of Social Issues, 9:23-42, 1953.

Jackson, Nelson C. The use of indigenous volunteers. In: Social work practice. New York City: Columbia University Press, 1964. p.74-87. (Paper presented at the 91st Annual Forum, National Conference on Social Welfare, Los Angeles, May 24-29, 1964.)

Jacobson, Raymond. The role of civil service in the development of new careers. In: New careers: ways out of poverty for disadvantaged youth. Jacob Fishman; Arthur Pearl; and Beryce MacLennan, eds. Washington, D.C.: Howard University, Center for Youth and Community Studies, 1965. p.143-149.

James, Michael R.; Edmond A. Lester; and Charles L. Royer. Retrospective analysis of the pilot study. Vacaville, Cal., New Careers Development Project, California Medical Faculty, 1965. 151p.

Jones, Betty Lacy. Nonprofessional workers in professional foster family agencies. Child Welfare, 45:313-315, June 1966.

Jones, Betty Lacy. Nonprofessional workers in professional foster family agencies. 1966, unpublished. (Doctoral dissertation, University of Pennsylvania, School of Social Work, 1966.)

Kelly, James G. The mental health agent in the urban community. In: Urban America and the planning of mental health services. New York City: Group for the Advancement of Psychiatry, 1964. p.474-494.

Kestenbaum, Sara. Manual for the selection and entry training of neighborhood workers. Washington, D.C.: United Planning Organization, 1965. 17p.

Keyserling, Leon H. Progress or poverty: the U.S. at the crossroads. Washington, D.C.: Conference on Economic Progress, 1964. 150p.

Klein, William; and others. Leadership in the training of human service aides: first report on the counseling intern program. Washington, D.C.: Center for Youth and Community Studies, 1966. 62p.

Klein, William L.; and others. Training nonprofessional workers for human services: a manual of organization and process. Washington, D.C.: Howard University, Institute for Youth Studies, Center for Community Studies, 1966. 56p.

Kobrin, Solomon. The Chicago Area Project -- a 25 year assessment. Annals of the American Academy of Political and Social Science, 322:222-225, April 1958.

Kristenson, Avis. The child welfare worker: strengths and limitations in his professional training. Child Welfare, 43:64-71, February 1964.

Lee, Ann N. The training of nonprofessional personnel. Nursing Outlook, 6:222-225, April 1958.

Levin, Tom. The Child Development Group of Mississippi: a report from a hot sector of the quiet front in the war on poverty. 1966, unpublished. 14p.

Levin, Tom. A proposal for the establishment of a division of community education and careers. No date, unpublished. 13p.

Levine, Morton. Trends in professional employment. In: Manpower in social welfare: research perspectives. Edward E. Schwartz, ed. New York City: National Association of Social Workers, 1966. p.9-16.

Levinson, Perry; and Jeffry Schiller. Role analysis of the indigenous nonprofessional. Social Work, 11:95-101, July 1966.

McCoy, Jacqueline. Are the schools adequately training students for child welfare? Child Welfare, 43:72-75, February 1964.

MacLennan, Beryce W; and others. The implications of the nonprofessional in community mental health. Washington, D.C.: Howard University, Institute for Youth Studies, 1966. 14p.

MacLennan, Beryce W.; and Sylvia I. Belton. Receiving home counselor training: report and evaluation. Washington, D.C., Howard University, Center for Youth and Community Studies, 1965. 23p.

MacLennan, Beryce W.; and others. Training for new careers. Community Mental Health Journal, 2:135-141, Summer 1956.

MacLennan, Beryce W. Training for new careers. In: New careers: ways out of poverty for disadvantaged youth, a conference report. Jacob Fishman; Arthur Pearl; and Beryce MacLennan, eds. Washington, D.C.: Howard University, Center for Youth and Community Studies, 1965. p.108-121.

MacLennan, Beryce W.; and William L. Klein. Utilization of groups in job training with the socially deprived -- the core group. Washington, D.C.: Howard University, Center for Youth and Community Studies, 1965. 17p.

McNamara, Walter J. Retraining of industrial personnel. Personnel Psychology, 16:233-247, Autumn 1963.

McNickle, Roma K., ed. Report of the Pacific Coast Institute on Correctional Manpower and Training. Boulder, Colo.: Western Institute Commission for Higher Education, 1965. 64p.

Manpower report of the President and a report on manpower requirement, resources, utilization, and training. Washington, D.C.: Office of the President, 1966. 229p.

Marshall, Kenneth. The use of the nonprofessional in community organization. In: New careers: ways out of poverty for disadvantaged youth, a conference report. Jacob Fishman; Arthur Pearl; and Beryce MacLennan, eds. Washington, D.C.: Howard University, Center for Youth and Community Studies, 1965. p.83-89.

Mencher, Samuel. Social policy and welfare manpower. In: Manpower in social welfare: research perspectives. Edward E. Schwartz, ed. New York City: National Association of Social Workers, 1966. p.33-42.

Merton, Robert K.; and others, eds. Reader in bureaucracy. Glencoe, Ill.: The Free Press, 1952. 464p.

Meyer, Carol H. Staff development in public welfare agencies. New York City: Columbia University Press, 1966. 230p.

Miller, S.M.; and Martin Rein. Change, ferment, and ideology in social services. In: Education for social work. New York City: Council on Social Work Education, 1964. p.3-25. (Paper presented at the 12th Annual Program Meeting of the Council on Social Work Education, 1964.)

Miner, John B. Intelligence in the United States. New York City: Springer Publishing Co., 1957. 180p.

Mitchell, Lonnie; William L. Klein; and Jacob R. Fishman. Training for community mental health aides: leaders of child and adolescent therapeutic activity groups. Washington, D.C.: Howard University, Institute for Youth Studies, Center for Community Studies, May 1966. 25p.

Mobilization for Youth, New York City. A proposal for the prevention and control of delinquency by expanding opportunities. New York City, 1962. 640p.

Monahan, Fergus T. A study of non-professional personnel in social work: the Army social work specialist. Washington, D.C.: Catholic University of America Press, 1960. 201p.

Monat, William. Memorandum of the Conference on Employment Opportunities for Youth, March 13, 1964. 1964, unpublished. 13p.

National Association of Social Workers, New York City. Experimentation in differential use of personnel in social welfare. New York City, 1964. 126p. (Report of the conference sponsored by the National Association of Social Workers with the support of the Bureau of Family Services, Social Security Administration, U.S. Department of Health, Education, and Welfare, held in Chicago, May 8-10, 1964.)

National Association of Social Workers, New York City. Commission on Practice. Subcommittee on Utilization of Personnel. Utilization of personnel in social work: those with full professional education and those without, final report. New York City, 1962. 40p.

National Commission on Technology, Automation, and Economic Progress. Technology and the American economy. Vol. 1. Washington, D.C. 1966. 115p. (Six separately bound appendices are available.)

National Committee on Employment of Youth, New York City. A demonstration on-the-job training program for semi-professional personnel in youth employment programs: final report. New York City, 1966 78p.

Neibuhr, Herman. Modifying university training. In: New careers: ways out of poverty for disadvantaged youth, a conference report. Jacob Fishman; Arthur Pearl; and Beryce MacLennan, eds. Washington, D.C.: Howard University, Center for Youth and Community Studies, 1965. p.127-133.

New York (State). University, Albany. School aides at work: Catskill Area Project in Small School Design. Albany, 1959.

Otis, Jack. Problems and promise in the use of indigenous personnel. 1965, unpublished. 17p. (Paper presented at the 13th Annual Meeting of the Council on Social Work Education, 1965.)

Pearl, Arthur. New careers -- an overview. In: New careers: ways out of poverty for disadvantaged youth, a conference report. Jacob Fishman; Arthur Pearl; and Beryce MacLennan, eds. Washington, D.C.: Howard University, Center for Youth and Community Studies, 1965. p.10-23.

Pearl, Arthur; and Frank Riessman, eds. New careers for the poor: the nonprofessional in human service. New York City: Free Press, 1965. 273p.

Pins, Arnulf M. Education: its contribution to the manpower equation. In: Manpower in social welfare. Edward E. Schwartz, ed. New York City: National Association of Social Workers, 1966. p.108-142.

Piven, Frances. Resident participation in community action programs: an overview. In: Community action against poverty. George Brager and Francis Purcell, eds. New Haven: College and University Press, 1967 (in press).

Pope, L; and R. Crump. School drop-outs as assistant teachers. Young Children, 21:13-23, October 1965.

Progress for Providence. Laying it on the line: a report on the Providence Youth Interviewing Project. Providence, 1966. 112p.

Puerto Rican Community Development Project, New York City. Training manual for block workers. New York City, 1966 (in press).

Reiff, Robert. The indigenous non-professional. Community Mental Health Journal Monograph Series no. 1, 1965. 32p.

Reiff, Robert; and Frank Riessman. The indigenous nonprofessional: a strategy of change in community action and community mental health programs. New York City: National Institute of Labor Education, 1964. 48p.

Reiff, Robert. Mental health manpower and institutional change. 1965, unpublished. 14p. (Paper presented at the University of Rochester Conference on Emergent Approaches to Mental Health Problems, June 17-19, 1965.)

Reiff, Robert. The use of the nonprofessional in community mental health. In: New careers: ways out of poverty for disadvantaged youth, a conference report. Jacob Fishman; Arthur Pearl; and Beryce MacLennan, eds. Washington, D.C.: Howard University, Center for Youth and Community Studies, 1965. p.63-68.

Rein, Martin. Problems of community planning and social change. In: New careers: ways out of poverty for disadvantaged youth, a conference report. Jacob Fishman; Arthur Pearl; and Beryce MacLennan, eds. Washington, D.C.: Howard University, Center for Youth and Community Studies, 1965. p.150-160.

Richan, Willard C. Research in occupational restructuring. In: Manpower in social welfare: research perspectives. Edward E. Schwartz, ed. New York City: National Association of Social Workers, 1966. p.43-54.

Richan, Willard C. A theoretical scheme for determining roles of professional and nonprofessional personnel. Social Work, 6:22-28, October 1961.

Riessman, Frank. The "helper" therapy principle. Social Work, 10:27-32, April 1965.

Riessman, Frank; and Emmanuel Hallowitz. The neighborhood service center -- an innovation in preventive psychiatry. 1966, unpublished. 12p. (Prepared for the American Psychiatric Association Meeting, Atlantic City, N.J., May 1966.)

Riessman, Frank. New approaches to mental health treatment of low income groups. New York City: National Institute of Labor Education, 1964.

Riessman, Frank. The revolution in social work: the new nonprofessional. Trans-action, 2:12-17, November-December 1964.

Riessman, Frank. Strategies and suggestions for training nonprofessionals. 1965, unpublished. 11p.

Riessman, Frank; and Martin Rein. The third force: an anti-poverty ideology. American Child, 47:10-14, November 1965.

Robinson, Alice M. The psychiatric aide: his part in patient care. Philadelphia: J.B. Lippincott Co., 1959. 200p.

Robinson, Rachel; and Melvin Roman. New directions for the psychiatric aide. In: New careers: ways out of poverty for disadvantaged youth, a conference report. Jacob Fishman; Arthur Pearl; and Beryce MacLennan, eds. Washington, D.C.: Howard University, Center for Youth and Community Studies, 1965. p.49-62.

Roman, Melvin; and Sally Jacobson. Progress report: training of mental health aides. 1965, unpublished. 21p.

Saltzman, Henry. The poor and the schools. In: New careers for the poor: the nonprofessional in human service. Arthur Pearl and Frank Riessman, eds. New York City: Free Press, 1965. p.38-54.

Sanders, Richard. New manpower for mental health service. 1965, unpublished. 22p. (Paper presented at the University of Rochester Conference on Emergent Approaches to Mental Health Problems, June 17-19, 1965.)

Schwartz, Edward E., ed. Manpower in social welfare: research perspectives. New York City: National Association of Social Workers, 1966. 160p.

Schwartz, Edward E. Organization and utilization of public assistance personnel. Chicago: University of Chicago, School of Social Service Administration, 1964. 23p.

Sexton, Brendan. Participation of the poor. 1966, unpublished. (Paper prepared for Youth-Work Institute, New York University; and Graduate School of Social Work, Center for the Study of Unemployed Youth, New York University.)

Shaffer, Anatole; and Harry Specht. Training the poor for new careers. Monograph No.5. Richmond, Cal.: Contra Costa Council of Community Services, 1966.

Southern Illinois University, Carbondale, Ill. Center for the Study of Crime and Delinquency and Correction. Training the correctional officer. 1964, unpublished. (Transcript of the proceedings of a preliminary workshop held at Southern Illinois University, Carbondale, Ill., October 1964.)

Stone, Olive; Florence Aitchinson; and Cynthia Nathan. Utilization of staff with different levels of education and illustrative selected local and state job specifications. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Bureau of Family Service, 1965. 31p.

Tannar, Virginia L. Training for expanding programs in public welfare. 1965, unpublished. 20p. (Paper presented at the National Conference on Social Welfare, Atlantic City, N.J., May 1965.)

Taran, Freeda B. The utilization of non-professional personnel in social work: a review of relevant studies. New York City: Mobilization for Youth, 1963. 33p.

Taran, Freeda B. The utilization of non-professional personnel in social work services. In: New careers: ways out of poverty for disadvantaged youth, a conference report. Jacob Fishman; Arthur Pearl; and Beryce MacLennan, eds. Washington, D.C.: Howard University, Center for Youth and Community Studies, 1965. p.95-106.

Theobold, Robert. Free men and free markets. New York City: C.N. Potter, 1963. 203p.

Theobold, Robert, ed. The guaranteed income: next step in economic evolution? Garden City, N.Y.: Doubleday and Co., 1966. 233p.

Thomas, Edwin J.; and Donna MacLeod. In-service training and reduced workloads: experiment in a state department of welfare. New York City: Russell Sage Foundation, 1960. 130p.

Thompson, Scott D. The emerging role of the teacher aide. The Clearing House, 37:326-330, February 1963.

Thursz, Daniel; and Richard Bateman. New uses of personnel in group services agencies. Social Service Review, 38:137-147, June 1964.

Trebach, Arnold S.; William H. Denham; and David Z. Ben-Ami. Survey of community action program training: final report. Washington, D.C.: Howard University, Center for Youth and Community Studies, 1965. 17p.

Turney, David T. Secretaries for teachers. Nashville: George Peabody College Press, 1962. 16p.

U.S. Department of Health, Education, and Welfare. Public Health Service. Division of Public Health Methods. Health manpower source book, section 18: manpower in the 1960's. Washington, D.C., 1964. 67p.

U.S. Department of Health, Education, and Welfare. Public Health Service. National Institute of Mental Health. Highlights from survey of psychiatric aides. Bethesda, Md., 1964. 18p.

U.S. Department of Health, Education, and Welfare. Public Health Service. National Institute of Mental Health; and the Youth Studies Center of the University of Southern California. Experiment in culture expansion. Bethesda, Md., 1963. (Proceedings of a NIMH conference on the Use of Products of a Social Problem in Coping with the Problem, Norco, Cal., 1963.)

U.S. Department of Health, Education, and Welfare. Office of the Under Secretary. Closing the gap in social work manpower: report of the departmental task force on social work education and manpower. Washington, D.C., 1965. 90p.

U.S. Department of Health, Education, and Welfare. Welfare Administration. Bureau of Family Services. Children's Bureau. Characteristics of staff development provisions in state public assistance and child welfare service plans under the Social Security Act. Washington, D.C., 1966. 160p.

U.S. Department of Health, Education, and Welfare. Welfare Administration. Office of Juvenile Delinquency and Youth Development. Functional categories of training projects: Juvenile Delinquency and Youth Offenses Control Act. Washington, D.C., 1965. 179p.

U.S. Department of Health, Education, and Welfare. Welfare Administration. Office of Juvenile Delinquency and Youth Development. Summary of training projects: Juvenile Delinquency and Youth Offenses Control Act. Washington, D.C., 1965. 167p.

U.S. Department of Labor. Manpower: challenge of the 1960's. Washington, D.C., 1961. 24p.

U.S. Department of Labor. Bureau of Labor Statistics. Salaries and working conditions of social welfare manpower in 1960. New York City: National Social Welfare Assembly, 1961. 130p.

U.S. Department of Labor. Office of Manpower, Automation, and Training. The indigenous worker in manpower projects, Division of Special Programs. Washington, D.C., 1964.

U.S. Department of Labor. Office of Manpower, Automation, and Training. On group work: an "untrained sub-professional" speaks his mind. Washington, D.C., 1964.

U.S. Department of Labor. Offices of Manpower, Automation, and Training. Volunteers and subprofessionals in MDTA. Washington, D.C., 1964.

U.S. Office of Economic Opportunity. Division of Community Action Programs. Involvement of the poor: hiring nonprofessionals. Workbook, April 1965.

U.S. Veterans Administration. Department of Medicine and Surgery. A study of the uses of the social work assistant in the Veterans Administration. Washington, 1965. 82p.

Vasey, Wayne. The manpower crisis. In: Proceedings of the 10th Annual Program Meeting, Council on Social Work Education, January 1962. New York City: Council on Social Work Education, 1962. p.12-15.

Weed, Verne; and William H. Denham. Toward more effective use of the nonprofessional worker: a recent experiment. Social Work, 6:29-36, October 1961.

Weisbrod, Helen J. Training public welfare staff to help children. Child Welfare, 43:80-85,90, February 1964.

Which way community action programs? American Child, 47:1-24, November 1965.

Wilensky, Harold; and Charles Lebeaux. Industrial society and social welfare. New York City: Russell Sage Foundation, 1958. 401p.

Witte, Ernest F. Training social work associates. In: Education for social work; proceedings of the 11th Annual Program Meeting for the Council on Social Work Education. New York City: Council on Social Work Education, 1964. p.12-24.

Wittman, Milton. Utilization of personnel with various levels of training: implications for professional development. 1965, unpublished. 8p. (Paper presented at the 10th Annual Symposium of the National Association of Social Workers, Atlantic City, N.J., May 22, 1965.)

Wolfbein, Seymour. Technicians and the utilization of professional manpower. In: Proceedings of the Conference on the Utilization of Scientific and Professional Manpower. New York City: Columbia University Press, 1964.

Wolfe, Corinne H. Improving services by better utilization of staff. Public Welfare, 19:53-57,80-81, April 1961.

Wolfe, Corinne. H. Staff development: administrative framework and attendant responsibilities in a public welfare agency. 1965, unpublished. 24p. (Paper prepared for a meeting of state and local staff directors of the Division of Technical Training, Bureau of Family Service, U.S. Department of Health, Education and Welfare, December 1964.)

Women's Talent Corps. A proposal for a training and employment program. New York City, no date. 28p.

Yeshiva University, New York City. Albert Einstein College of Medicine. Lincoln Hospital Mental Health Services, Services, ed. Dummy book: material distributed for Economic Opportunity Training Program, April 4-29, 1966. 1966, unpublished. 4v.

Yeshiva University, New York City. Albert Einstein College of Medicine. Lincoln Hospital Mental Health Services. An outline of training programs for mental health aides. New York City, 1964. 23p.

## SERVICES AVAILABLE THROUGH IRCD

1. The entire collection of materials on the education of socially-disadvantaged children and youth -- books, reports, abstracts of articles, newspaper clippings, bibliography files, and other materials -- is available for use at the Center, Monday through Friday, 10:00 AM to 5:00 PM.

2. A periodic statement of developments in the field of compensatory education, including a comprehensive bibliography, is provided upon request.

3. Special bibliographies on specific topics are compiled and provided upon request.

4. Copies of available abstracts relating to specific topics are provided upon request.

5. Other requests for information are fulfilled insofar as resources permit, especially requests which define specifically the types of information sought.

6. Each issue of the IRCD BULLETIN includes, among other things, a selected bibliography on some aspect of the field. (The BULLETIN is published five times during the year.)

The services are made available through funds provided by the College Entrance Examination Board, the U.S. Office of Economic Opportunity, the U.S. Office of Education, and Yeshiva University.

**IRCD BULLETIN**
Vol. II No. 4, September 1966

Edmund W. Gordon - Editor
Ferkauf Graduate School of Education
Yeshiva University
55 Fifth Avenue New York, N.Y. 10003

Non-Profit Org.
U. S. Postage
PAID
New York, N. Y.
Permit No. 1920

THIRD CLASS
RETURN REQUESTED